DOCUMENT RESUME

ED 293 368 FL 017 350

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TITLE A Comparison of Krashen's L2 Acquisition/Learning Theory and Lozanov's Suggestopedia.
PUB DATE Jan 88
NOTE 15p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Aptitude; *Affective Behavior; Comparative Analysis; Educational Environment; *Learning Theories; *Linguistic Theory; Neurological Organization; *Second Language Learning; *Suggestopedia; Teaching Methods
IDENTIFIERS *Krashen (Stephen)

ABSTRACT

Stephen Krashen's L2 (Second Language) Acquisition/Learning Theory and Georgi Lozanov's method of teaching through suggestion are compared in both their underlying theories and classroom applications. The seven component hypotheses of Krashen's theory and their neurological implications are analyzed for their agreement or disagreement with the premises, principles, and means of Lozanov's Suggestopedic approach. Considerable agreement is found on issues such as input, rules, affect, teacher role, psychological needs of the language learner, and the philosophy of engaging the learner beyond the cognitive domain. The work of both is seen to affirm the recent pedagogical shift toward a richer, more open, more comfortable environment as the most effective way for educators to optimize the natural human capacity for language acquisition. It is suggested that the similarity in conclusions made by Lozanov, a physician, and Krashen, a linguist, confirms that there are common denominators in second language teaching based on sound neurological and applied linguistic principles and underscores the ingenuity of the way language is taught communicatively by Suggestopedia. (MSE)

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A Comparison of Krashen's L2 Acquisition/Learning Theory and Lozanov's Suggestopedia

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A Comparison of Krashen's L2 Acquisition/Learning Theory and Lozanov's Suggestopedia

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The L2 Acquisition/Learning Theory outlined by Stephen Krashen (1981, 1982a, and with Terrell 1983) and the Suggestopedic Approach developed by Georgi Lozanov (1978) show a great degree of harmony which illustrates a significant shift in second language teaching in recent years, toward greatly increasing the quantity of input. This direction includes an earlier movement from grammar-based to communicative methods. Educators are looking for materials and methods that embody principles of this shift, as well as ways to explore various implications. The work of Krashen is widely recognized and known to most qualified second-language teachers. Now that Suggestopedia is in its second decade in the West, and has been evolving, it seems that the time is right for a fuller look at the language teaching methodology offered by Lozanov in his work on teaching with use of suggestion, or Suggestopedia. Indeed, a comparison of Suggestopedia with Krashen's theory, published several years after Lozanov's, shows a very high agreement on issues such as input, rules, affect, role of the teacher, psychological needs of the language learner, and the philosophy of engaging the learner beyond the cognitive domain. Educators who are interested in communicative language teaching will benefit from taking cognizance of this comparison.

A comparison of Krashen's L2 Theory and Lozanov's Suggestopedia highlights their underlying principles as well as application of the theory in the classroom. Krashen himself (1982a) observed that Suggestopedia meets many of the requirements of his own theory, especially those of providing massive amounts of comprehensible, interesting, and relevant input; lowering affective barriers; emphasizing communication; and utilizing more of the whole-person potential. Given the agreement between Krashen and Lozanov, Lozanov's work may offer a way to implement the theory of Krashen (Stevick, 1976). A figure comparing the two approaches is given later.

It seems a truism to recognize that Suggestopedia has received some criticism (see Mans, 1981; Fassihiyan, 1981; and Scovel, 1979). One reason may be that at first glance it appears different in many respects from Western educational research and practice (see Scovel, 1979). It may have appeared before the field was ready for it. Another reason is that it includes affect (as does Krashen) as a guiding principle, while most education is organized around cognitive principles with scant attention to the affective domain. It posits that learning can be done in harmony with he human organism, in joy, while pervasive educational practice holds that learning proceeds only with discipline and conscious effort. (Some would see the Puritan ethic here: If learning something is enjoyable, it cannot be valuable.) Also, Suggestopedia is highly student-centered, while most teaching world-wide continues to be teacher-centered with emphasis on teacher authority. Furthermore, the initial presentation of Suggestopedia to the West came in a loosely-structured

way which by its style may assume more from its readers than Western-style scholarly writing does (Bancroft, 1983). However, Suggestopedia has persisted and spread. It is used in Australia, Canada, the USA, South Africa, Japan, and several countries in eastern and western Europe. There is increasing research evidence of its effectiveness as a way of teaching and learning a second or additional language. Indeed, many recent studies indicate that accelerated learning and retention over time result from the Suggestopedic approach, and there is evidence of strong positive attitudes toward the target language from teaching with Suggestopedia (see Schuster 1983 for a critical review; also Dhority 1984 and Botha 1986).

While Suggestopedia as developed by Lozanov includes teaching and learning in several areas, interest here narrows to second languages, and a general overview of the Suggestopedic approach to language learning follows. Basically, great amounts of input, here in the form of contextualized, global, target-language dialogs generally appropriate to a specific group, are read to the learners, who have first-language translations available to them to ensure meaningfulness. Learners are already in a comfortable state of mind from physical and mental relaxation exercises at the beginning of class, easy chairs, and gentle classical music. (One can see how "different" in practice this method appears.) Being relaxed, students have let their affective barriers down, have defocused brain activity from one small area to be receptive to a much wider range of input, which they can now absorb more easily and in greater quantities because they are using abilities of the whole brain, not only cognition. Many of the limits society places on learning are "desuggested" and a much larger confidence is "resuggested". Language is used for communicative purposes, and grammar is provided systematically but secondarily to communication. Learners must read the input at specific times outside of class, and they speak when they are ready. Holistic activities are incorporated, such as role play, games, puzzles, and work with art forms. Evaluation is utilized to demonstrate to students their progress.

Stevick (1980) in his review of Suggestopedia noted that many of the language teaching techniques used in an isolated way in other methods are used systematically in Suggestopedia and form part of the fabric of the course. Stevick states:

> Having seen videotapes of Suggestopedic classes in the Soviet Union, Canada, and the United States, and having watched a very few classes taught by people trained in Sofia [i.e., at Lozanov's Institute in Bulgaria], and having seen copies of a few of the dialogs, I still have not seen anything that was greatly different from what I have seen good language teachers do in non-Suggestopedia classes. This is not to say that Suggestopedia is not greatly different from other systems. It is only to say that the difference lies, not in any one element, but in the extraordinary care with which the elements are integrated into one another. The goal is to produce consistently the effects that in most methods come only at "peak moments". (p. 240)

The Suggestopedic approach originated not in linguistics but in the medical field, and it is interesting to observe that both Krashen and Lozanov, though having taken different routes, came to many of the same conclusions about L2 acquisition. Dr. Lozanov, a physician and psychiatrist, wanted his patients to learn something (which happened to be a foreign language) so that he could study personality reactions to various stimuli. To his amazement, they did not forget much of the foreign language they had learned, and

he realized he had stumbled upon using the power of suggestion in a waking state as a way of teaching that fits very well with the processes of the human brain. He began then to study the learning from the viewpoint of neurology and whole-brain functioning, and he organized his findings under the rubric "Suggestopedia". His findings are best expressed in terms of his two basic premises about the learning potential of the brain, his three principles concerning the way people learn, and his three sets of means for organizing the instructional process for best results (Lozanov, 1978). His constructs outlining Suggestopedia are compared with those of Krashen in a way that is analytical, methodical, and thorough. It is not enough to select certain points for comparison; the two approaches must be seen against each other in their entirety.

The comparison was made by seeing whether each of the eight constructs of Suggestopedia agrees with, disagrees with, or is neutral toward each of the seven Krashen hypotheses. An additional construct of each approach was included in the comparison, namely whole-brain involvement of Suggestopedia and neurological implications of Krashen's theory. The results of the comparison are given in Figure 1, which charts a total of eight constructs of Krashen against the nine constructs of Lozanov.

Figure 1

Suggestopedia Compared With Krashen's L2 Theory

(Put Figure 1 here)

The results are discussed first in an overview, and then more fully by stating Krashen's constructs and seeing how they compare with each construct of Lozanov. In the first comparison, with the Acquisition/Learning Hypothesis, the constructs of Suggestopedia are given in some detail, which will not then be necessary in subsequent discussion.

It is clear from the table that there is much more agreement than disagreement or neutrality between Suggestopedia and Krashen's L2 theory. There is complete agreement on all points on six of the eight Krashen constructs: the Acquisition/Learning Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, the Affective Filter Hypothesis, the First Language Hypothesis, and Neurological Implications. Of the remaining two constructs, Suggestopedia is neutral regarding the Aptitude Hypothesis, and toward the Monitor Hypothesis it shows some agreement, some neutrality, and only one point of disagreement. In other words, of 72 possible points, 58 show agreement (80.5%), 13 neutrality (18.1%), and only one, disagreement (1.4%).

Figure 1

SUGGESTOPEDIA COMPARED WITH KRASHEN'S L2 THEORY

The following symbols are used: [+] = in agreement; [/] = neutral; [-] = disagree.

KRASHEN'S L2 THEORY		LOZANOV'S SUGGESTOPEDIA								
		PREMISES		PRINCIPLES			MEANS			
		Relatively unlimited potential	Under-utilization of potential	Joy, absence of fear	Simultaneous use of conscious and paraconscious	Suggestive link	Psychological means	Didactical means	Artistical means	Whole-brain involvement
Hypotheses	1. Acquisition/learning	+	+	+	+	+	+	+	+	+
	2. Natural order	+	+	+	+	+	+	+	+	+
	3. Monitor	/	/	+	-	/	+	+	/	+
	4. Input	+	+	+	+	+	+	+	+	+
	5. Affective filter	+	+	+	+	+	+	+	+	+
	6. Aptitude	/	/	/	/	/	/	/	/	/
	7. First language	+	+	+	+	+	+	+	+	+
	Neurological implications	+	+	+	+	+	+	+	+	+

1. SUGGESTOPEDIA AND THE ACQUISITION\LEARNING HYPOTHESIS.

The Acquisition\Learning Hypothesis states that people become proficient in an L2 by subconsciously "picking up" a language (acquisition) rather than consciously studying grammar rules (learning). The instructional process then centers on providing opportunities for the student to acquire implicitly rather than on learning explicitly. Acquisition is regarded as central and learning as peripheral. Krashen (1982b) says: "...first we understand the message and that 'teaches'us grammar, not vice versa" (p. 24).

Lozanov is in agreement with this hypothesis. His premises, that the brain has relatively unlimited potential and that this potential is under-utilized in the educational process, agree that a person will acquire an L2 given the opportunity. To require a person to "learn" in the traditional approaches based on consciously analyzing the L2 is to impose limits on the brain, to appeal only to the conscious and to ignore the vast capacities of the brain that operate below the conscious level. Lozanov (1978) used the term paraconscious to include all subconscious activities, such as perception, inclinations, affection, aspirations and the whole of the personality. He realized the power of the paraconscious for acquisition and gives the learner a rich, meaningful language environment, in the form of extensive dialogs and other activities, or activations, which engage the learner at many levels of brain functioning.

His principles support acquisition as the primary force in mastering an L2 (Lozanov, 1978). Joy and the absence of fear and anxiety, the first principle, provide for a teaching climate where learners feel secure, where they receive support rather than criticism, and where a group spirit is fostered in an atmosphere of trust. Thus learners are free to acquire.

The second principle, the simultaneous use of the conscious and paraconscious, engages the learner beyond conscious attention to the language material. Humor, games, and informal language use, among other techniques, are significant in providing wide opportunities for acquisition. Lozanov (1978) holds that the conscious and paraconscious always operate simultaneously and congruently, implying that subconsciously acquired and consciously learned language cannot really be separated. Krashen (1982a) stated categorically that acquisition is not dependent on learning and that learning does not turn into acquisition. Though Stevick (1984) disagreed that the two modes are independent and separate, it nevertheless seems clear that Krashen's hypothesis is in harmony with the Suggestopedic principle that both the conscious and paraconscious are involved in all human activities, therefore also in L2 acquisition.

The third principle in Suggestopedia is the establishment of the suggestive link. Lozanov (1978) recognized the fact that people receive vast numbers of stimuli from the environment as well as from their own memory, at various levels of consciousness. He termed these stimuli "suggestions" and endeavored to orchestrate them to optimize learning. He defined his view of suggestion differently from definitions generally attached to the word by the West. He stated:

> Suggestion is a constant communicative factor which chiefly through paraconscious mental activity can create conditions for tapping the functional reserve capacities of personality. (p. 201)

Suggestions a person perceives can affect behavior on the conscious level, although the initial suggestions might have been on a paraconscious level. There is nothing sinister about his meaning of suggestion; the learner maintains a relaxed but alert state. Lozanov did not explain suggestion in a limiting, constraining, conditioning, or manipulating sense, but in a sense of offering the personality as wide a choice as nature offers.

Some of the negative ideas inhibiting learning, stated Lozanov (1978), are the belief that learners possess only a modest capacity for learning, along with the belief that learning is by nature a difficult and unpleasant experience. Suggestion is more than a stream of direct incoming information, according to Lozanov. He maintains that it is a simultaneous process of desuggestion-suggestion where the reserve capacities of the brain can be utilized when the usual negative and inhibiting suggestions inherent in much of education are replaced by positive and freeing "desuggestions". Power to learn is released and better achievement results. When this power is coupled with carefully planned opportunity, even better achievement can be expected. A large part of this opportunity has to do with teacher-learner and learner-learner relationships, which Lozanov says must be characterized by an atmosphere of mutual respect, mutual trust, and open communication. This type of classroom climate forms much of the positive suggestive link, and it seems clear that establishment of this suggestive link is in harmony with Krashen's acquisition hypothesis.

Like the three principles of Suggestopedia, the three sets of means, psychological, didactic, and artistic, are also in agreement with Krashen's Acquisition Hypothesis. The differentiation into three may be said to indicate aspects of the same classroom procedures in the Suggestopedic approach. Psychological means attempt to re-organize the psychological needs of the learners in part by endeavoring to change the conviction that their potential is limited. Emotional needs are also addressed. Didactical means include the techniques, aids, and materials used during a course. Artistic means refer to appropriate incorporation of the arts, such as music, literature, drama, painting, and sculpture. The arts are rich in suggestion and they appeal to the emotions, activating that part of the brain dealing with feelings, namely the limbic system. By contrast, most of traditional education bypasses emotion and confines its appeals to cognition, which activates the cortical system and ignores the rest of the brain's potential. In all three means, focus is on meaning, on the context, and therefore on the whole; acquisition of the language remains central to the approach.

Some of the specifics of Suggestopedic teaching are self-evident in the opportunities they provide for second language acquisition. In each class session or "cycle" there are two concerts, or dramatic readings of the text by the teacher to the accompaniment of music. Classical music is used, especially that which attempts to draw on what may be thought of as music universals. One can see the esthetic appeal, as well as the psychological benefit of relaxation from the music. The first day of a course incorporates an Early

Pleasant Learning Experience, which sets up broad and positive expectations. Students take on a fictitious identity as a person in the target-language culture, with name, occupation, and place of origin, and they develop the rest of the biography as they choose. This practice provides for a feeling of belonging in the new language/culture and has been perceived as accounting for much of the positive attitude shift reported by Suggestopedic learners. Students work from an overview or "Big Picture" rather than from little bits which they must then fit together, a communicative practice used by good teachers. Defocused learning is used, in which the learners acquire language paraconsciously while focusing attention on non-linguistic matters, such as a game or puzzle or role play. Posters around the classroom which are not referred to directly by the teacher are the source of much defocused learning. Other means include massive, rich, and varied input; an attractive classroom; poems, songs, stories, imagery, metaphors, symbols, and rhymes. Lozanov (1978) has specified many of these activities, and a summary is given in Botha (1986). Obviously, teacher talk, peer-group talk, and yes, even some grammar explanations are also part of Suggestopedic classes. The means of good communicative teaching all belong in Suggestopedia. One does not need much more support for the claim that Suggestopedia in its constructs concerning means sees acquisition as central, as Krashen does.

Whole-brain involvement as seen by Lozanov is in agreement with the process of acquisition as the main process for L2 proficiency. He (1978) states:

> The global approach to personality, the "volumely" [not linearly] organized instruction, the simultaneous utilization and activation of the conscious and paraconscious functions, the simultaneous participation of man's mental and emotional sides, the simultaneous participation of the left and right hemispheres of the brain, as well as those of the cortex and subcortex - all these are of great importance for the global and many-sided influence of Suggestopedy over the personality. (p. 225)

2. SUGGESTOPEDIA AND THE NATURAL ORDER OF ACQUISITION.

This hypothesis states that sound patterns, lexical items, and grammatical structures are acquired in a predictable order. This order holds when language is acquired naturally rather than learned grammatically (Krashen & Terrell, 1983), and it applies in general to both adults and children. While Suggestopedia and its proponents do not express any direct viewpoints on this matter, it is supported indirectly as a guideline of how acquisition can be expected to take place. Lozanov (1978) says that the open and receptive way a child learns is the ideal way for an adult to learn. The main thrust of Suggestopedic material remains roughly tuned, in Krashen's phrase, to a specific group, thus allowing students to select what they acquire by a natural process rather than learning according to an order determined by teacher or text.

3. SUGGESTOPEDIA AND THE MONITOR HYPOTHESIS.

According to Krashen and Terrell (1983), consciously learned material such as rules serves as a monitor or editor, which comes into play only after an utterance has been generated, implying acquisition has already taken place. The monitor tests the utterance against the rules and makes corrections as needed. To use their monitors, students must know the rules, have sufficient time to think about them, and be focused on form.

Suggestopedia has mixed reactions to Krashen's Monitor Hypothesis. Acknowledging that some students have a need to learn an L2 through rules, Suggestopedia supports monitor activity as a way of relieving fear and anxiety and helping these students relax by filling their need to know in this way. Thus psychological and didactic means agree with Krashen on the Monitor Hypothesis. Because the monitor requires brain focus, the question of brain potential does not arise, nor does use of the suggestive link, nor artistic means. Suggestopedia is thus neutral toward the Monitor Hypothesis for these constructs.

The only point of real difference in the two approaches comes with respect to the simultaneous use of the conscious and subconscious. Krashen posits a sharp separation, noted earlier. Suggestopedia, on the other hand, says that what is consciously learned can after some time become automated speech which is used without conscious attention. Learned rules can become defocused in activations where the attention is focused on something else. For example, in a language game, the consciously learned rules can be paraconsciously applied without students realizing that they are actually producing the correct form. Further, grammar rules displayed on the walls can be perceived peripherally and can be helpful when students attempt to produce language. This material can thus be paraconsciously acquired and used, which seems to oppose Krashen's argument that the monitor consists of the consciously learned material only. It often happens in a Suggestopedic class that a particular student, who could never get a certain construction right, all of a sudden produces it correctly after it has been displayed for some time. Yet, Krashen could argue that the particular structure was acquired through meaningful communication and not through conscious learning of the structure. This uncertainty actually underlines the idea, discussed with the Acquisition Hypothesis, that the unrelatedness of subconscious acquisition and conscious learning may not be as evident as Krashen stated, but may be operating simultaneously, as Suggestopedia holds.

4. SUGGESTOPEDIA AND THE INPUT HYPOTHESIS.

The Input Hypothesis states that learners acquire language by understanding input which is a little beyond their current level of competence, or input plus one (i + 1). This input must be extensive and adapted in a general way to the level of the students. Missing are requirements that input be carefully limited and controlled. Observes Krashen (1982a):

> ...the profession has seriously underestimated the amount of comprehensible input necessary to achieve even moderate, or intermediate levels of proficiency.... (p. 71)

Suggestopedia is in full agreement, ensuring that learners understand by all means, even L1 translations. Lozanov explains:

> The Suggestopedic textbook must be in accordance with the principles of suggestopedy. This means that the material for each new lesson must be given in large portions and the theme of each lesson must be complete and given globally. The material must be presented in meaningful aggregates, and must be communicative. The textbook should have motivational force, and should be entertaining and interesting for the students. (p. 278)

5. SUGGESTOPEDIA AND THE AFFECTIVE FILTER HYPOTHESIS.

This hypothesis states that people with certain personalities, attitudes, and motivations perform better in L2 acquisition. Intrinsic motivation, good self-confidence, and low anxiety are helpful, as are certain situations (Krashen, 1982b). The filter functions as a screen between input and the language acquisition device in the learner. Krashen (1982b) states:

> If the affective filter is "up", no matter how beautifully the input is sequenced, no matter how meaningful and communicative the exercise is intended to be, little or no acquisition will take place. (p. 110)

Suggestopedia is totally in agreement with the Affective Filter Hypothesis, and probably elaborates the role of affect more fully than in Krashen's theory, because Lozanov considered the role of lowered barriers important both for language acquisition and for releasing the reserve capacities of the human brain in general. Lozanov (1978) gives three anti-suggestive barriers similar to Krashen's affective filter. These barriers, critical-logical, intuitive-affective, and ethical, come into play and block input when corresponding areas of the personality are not satisfied. Suggestopedia tries to select and enhance stimuli to serve as positive suggestions for keeping the learners as relaxed and free of fear as possible. The music, the warm and supportive climate, the attractive venue, the deep-breathing exercises, confidence-boosting activities, and the target language identity all foster positive affect and keep down barriers to acquisition. Stevick (1976) pointed out that lack of defensiveness and "wholesome attitudes" on the part of the learner have to do with the learner's psychic state.

> Here is where the theoretical and experimental basis of Suggestopedia is much more fully elaborated than we find with any other system of language teaching, and here lies, in my opinion, its most distinctive and its most interesting contributions. Suggestopedia ... tells us that once doubts and defenses have been removed, nothing can stop a learner who has the usual extrinsic motivation. (p. 158)

6. SUGGESTOPEDIA AND THE APTITUDE HYPOTHESIS.

Some individuals have a special aptitude for L2 learning in the sense of cognitive, rule-based conscious study. Grammar-based class instruction, say Krashen and Terrell (1983), will benefit these individuals, but in a communicative approach high aptitude may not be of much assistance. In Suggestopedia, formal language study is second to informal, communicative activities. It gives a nod in the form of some grammar explanations to learners who wish to proceed via grammar and at the same time it tries to open them up by desuggestion of limits implied in this approach. Suggestopedia therefore neither supports nor opposes the Aptitude Hypothesis and can be said to be neutral toward it.

7. SUGGESTOPEDIA AND THE FIRST LANGUAGE (L1) HYPOTHESIS.

This hypothesis says that the L1 is used as a substitute utterance initiator in situations where the person has not yet acquired enough of the target language, leading to "performance without competence" (Krashen, 1982b). In Suggestopedia, students are never encouraged to mix the two languages. They are allowed a silent period, or they use L1 responses before L2 speaking, suggesting that the brain is quite capable and will acquire given time. Agreement with the Acquisition/Learning and Input Hypotheses further evidences agreement with the L1 Hypothesis.

8. NEUROLOGICAL CORRELATES OF LANGUAGE ACQUISITION.

Krashen (1981) referred to a stage when researchers thought that children and adults acquire an L2 differently and that the two hemispheres of the brain play different roles in child and adult L2 acquisition. While there may be differences, Krashen says:

> The available data strongly suggest, however, that subconscious language acquisition is nevertheless the central means by which adults internalize second languages.... (p. 77)

This suggests that brain lateralization at puberty and the critical period for language acquisition in children do not mean the end of language acquisiton for adults. It now appears that the right hemisphere is involved in normal L2 acquisition much the same way it is involved in L1 acquisition (Krashen, 1981). Krashen further referred to research of Zaidel (1973) and Curtiss (1977) indicating that the "mature right hemisphere has a surprisingly rich comprehension lexicon and an understanding of basic semantic relationships" (p. 81). He concluded that there is abundant reason to maintain that adults are able to acquire language naturally to a great extent and that the right hemisphere is also involved in that acquisition. Suggestopedia is designed to involve the whole brain, not only left and right hemispheres, but also the subcortical areas like the limbic system and the reptilian complex, which deals mainly with basic life functions. A quote from Lozanov (p. 225) given earlier illustrates his view of how Suggestopedia involves the whole brain, and actually emphasizes the importance of whole-brain stimulation for optimal acquisition to take place. Whole-brain involvement as theorized by Suggestopedia relates to some extent to all of Krashen's hypotheses and seems easily in agreement with them.

In conclusion, it seems that Krashen's and Lozanov's work affirm the recent shift toward a richer, more open, and more comfortable environment as the most effective way in which educators can optimize the natural human capacity for language acquisition. It is noteworthy that Lozanov, a medical doctor who began his research on the personality's reactions to stimuli, came to largely the same principles as linguists like Krashen. At the same time the similarity of the two approaches not only confirms that there are some common denominators in second language teaching which are based on sound neurological and applied linguistic principles, but also that Suggestopedia deserves more recognition for the ingenious way language is taught communicatively in a Suggestopedic course. The happy students, as well as the good results obtained in a relatively short time, further underline the suggestion that all serious language teachers could benefit from greater attention to the approach called Suggestopedia.

Note: Recommended sources of further reading in the Suggestopedic approach include Botha and Dhority (see references), as well as various articles in *The Journal of the Society for Accelerative Learning and Teaching (SALT)*.

ACKNOWLEDGMENTS

The study reported here is based on research carried out under the auspices of INTUS, Institute for Language Teaching, University of Stellenbosch.

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A COMPARISON OF KRASHEN'S L2 ACQUISITION/LEARNING THEORY AND LOZANOV'S SUGGESTOPEDIA

ABSTRACT

This article reports a detailed analytic comparison of two major theoretical approaches to the learning and teaching of additional languages, namely the L2 theory of S. D. Krashen and the Suggestopedia of G. Lozanov. Such a comparison may help to clarify why they both produce results, and it underlines the recent shift from limited to rich input as crucial for the central L2 process of acquisition.

Each of Krashen's seven hypotheses is given and compared to Suggestopedic theory as outlined in its two basic premises, three principles, and three sets of means. Findings indicate strong agreement regarding the hypotheses on acquisition/learning, natural order, input, affective filter, and first language, as well as neurological implications. The two approaches neither disagree nor contradict each other regarding the aptitude hypothesis and aspects of the monitor hypothesis. The only disagreement is seen in the hypothesized use of the conscious and the subconscious in the language-learning process.

Suggestopedia elaborates on lowering affective barriers and utilizing more of the brain's potential than conscious attention permits.